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ABSTRACT

The importance of alignment amongst standards in teacher education is vital for transforming preservice teacher education, continuing professional development, and teacher evaluation. The National Board for Professional Teaching Standards (NBPTS) can shape and inform practice, and a dean of a school of education might face challenges in grounding the unit's programs in the propositions of the NBPTS. The standards movement is one possible way to place P-12 practitioners at the center of educational reform rather than as passive recipients of someone else's plans. The sections in the paper are as follows: "Introduction"; "The Promise of Standards Alignment"; "The Role of the Standards"; "Where to Begin"; "The National Board Propositions Shaping Teacher Practice" (continuing professional development, master's degree programs, teacher evaluation, and preservice teacher education); "The National Board and Professional Accreditation"; "Alignment, the Campus, and the Field"; "The Professional Development of Teacher Educators"; and "Final Thoughts." (SM)

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NCATE/NBPTS
PARTNERSHIP FOR GRADUATE PROGRAMS

ALIGNING STANDARDS TO IMPROVE TEACHER PREPARATION AND PRACTICE

Gary Galluzzo

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Aligning Standards to Improve Teacher Preparation and Practice

Gary Galluzzo, George Mason University

National Council for Accreditation of Teacher Education

NCATE/NBPTS Partnership for Graduate Programs

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Preface

New emphasis on student and teacher performance is profoundly influencing the ways that teachers are selected, prepared, licensed, and recognized. Policymakers now expect teachers and teacher candidates to show evidence of knowledge and skill and the ability to apply them to teach effectively.

The National Board for Professional Teaching Standards has accomplished groundbreaking work in the development of standards for effective teaching in specific subject areas, and assessments geared to measure teacher performance against the standards. The National Board's standards contain a vision of accomplished teaching that can become a framework for the redesign of advanced teacher development programs in universities.

NCATE is working in collaboration with the National Board to help institutions modify advanced programs so that they are aligned with NBPTS propositions for accomplished practice. The work is part of the National Partnership for Excellence and Accountability in Teaching (NPEAT), established by the U.S. Department of Education as a collaborative effort to enhance quality in teaching and teacher preparation.

The NCATE/NBPTS partnership encourages schools of education to develop standards-based master's degree programs that are designed to help teachers improve their practice and develop the tools to better assess their own effectiveness. Unlike many current master's degree programs that focus on process, the revised master's programs will be geared specifically to improving the art of teaching, which in turn will aid student learning.

The project draws school personnel into partnerships with institutions of higher education, creating new higher education and school faculty roles, new opportunities for research, and new structures within the school, college, or department of education and the P-12 school.

There is currently no one best way for higher education institutions to align their advanced master's degree programs with NBPTS standards. Nor are there comprehensive models from which to learn what works best. As more institutions develop their own models and share their successes and experiences, many institutions will be able to draw from an expanding knowledge base.

Institutions must consider various sets of standards—standards for students, preservice preparation, licensure, and advanced certification—when creating new advanced master's degree programs for teachers. Alignment among these standards is vital to the success of institutions' efforts to improve the quality of teacher education.

Aligning Standards to Improve Teacher Preparation and Practice focuses on this critical issue. Gary Galluzzo, dean of the School of Education at George Mason University, discusses the importance of standards alignment. He explores some of the possibilities for transforming preservice teacher education, continuing professional development, and teacher evaluation using National Board standards as a framework. Finally, he presents the challenges facing a dean of a school of education as he or she attempts to ground the institution's programs in the standards of the National Board.

Creating a new vision of master's education for teachers requires collaboration among many different stakeholders—teacher educators, university administrators, state licensing boards, school district leaders, and accreditors. Effective partnerships are necessary to achieving the goal of creating and supporting quality teachers for our nation's children.

Boyce C. Williams, Vice President for Institutional Relations, NCATE

Jane Leibbrand, Vice President for Communications, NCATE

Editors

Introduction

The "quiz show" approach to teaching and learning has historically served as the foundation for the educated person in our nation (Gibboney, 1994). Teachers impart information, students "receive" it, and are tested on how much of the information they have absorbed. The quiz show method has also provided the foundation for the "process-oriented" approach to teaching and learning that values "seat time" instead of actual accomplishment or achievement. Education reformers agree that this approach is no longer adequate. In our increasingly diverse nation of learners, we are unable to ensure that all children, after twelve years of school, will possess the knowledge and skills we believe will be necessary in order to thrive in an information-based economy.

Educators, policymakers, and the public are in general agreement that our students should be getting more from our schools. However, there is little agreement about how best to get from where we are now to where we want to be. It is not the purpose of this paper to propose a single solution to this dilemma. Rather, I plan to review the possibilities of using the propositions of the National Board for Professional Teaching Standards to provide new avenues for the reform of teacher preparation and development for experienced teachers. This paper will address the following questions:

- Why is it important to align the various sets of education standards—standards for students, preservice preparation, licensure, and advanced certification?
- How can National Board standards shape and inform practice in continuing professional development, advanced master's degree teacher education programs, teacher evaluations, and preservice education?
- What are the challenges a dean of a school of education faces in grounding the unit's programs in the propositions of the National Board for Professional Teaching Standards?

The Promise of Standards Alignment

As we enter the next millennium, it is clear that the solution currently proposed to the problem of our underachieving schools is to measure people, i.e., students and teachers, against standards, rather than against one another (McLaughlin and Shepard, 1995). Virtually every professional association has undergone the process of identifying standards of performance for its practitioners as part of its membership in the National Council for Accreditation of Teacher Education (NCATE). Many of these same groups have identified standards for pupil performance in K-12 settings.

However, standards-setting is not limited to the content knowledge of students and their teachers. NCATE has routinely revised its standards for accreditation since the first large-scale redesign of professional accreditation for education units in 1987. Additionally, the National Board for Professional Teaching Standards (NBPTS) has written five propositions that guide the development of standards used for assessing accomplished teaching, and the Council of Chief State School Officers has written ten principles that guide the development of assessments for preservice teachers.

Through standards-setting in these four areas—student content knowledge, teacher content and professional knowledge, unit accreditation, and accomplished teaching—we have the opportunity to bring some coherence to the professional development of teachers. By aligning these standards with each other, we hope that greater benefits will accrue to our children and teachers. To do otherwise is to diminish the collective power of the standards, and perhaps to lose an opportunity to improve our children's education.

Aligning standards across these four domains can accomplish much. Aligning student content standards and teacher content standards provides the opportunity to ensure that teachers are prepared well in the disciplines they will teach by embedding the essence of the student content standards in the academic major. The standards will generate discussion and creativity around the question, "what is a good academic major for those elementary teachers who teach all disciplines?" Likewise, aligning teacher content knowledge standards and teacher professional knowledge standards with unit accreditation provides the opportunity to hold teacher education programs accountable for monitoring more carefully the development of academic content and professional knowledge of teacher candidates. Finally, in aligning the National Board's standards for accomplished teaching with unit accreditation, continuing graduate professional education can become a more empowering experience for classroom teachers. Teachers can participate directly in school reform without having to leave the classroom to do it. With this brief introduction, the paper will propose a blueprint for the alignment of the National Board's standards for accomplished teaching with NCATE's unit accreditation standards. Once aligned, accreditation and National Board standards can become a powerful force for changing pedagogical practice, the relationship between professors of education and practicing professionals, and, eventually, our conceptions of schools. The paper will discuss the link between aligning standards and improving practice in the profession.

The Role of the Standards

A fundamental role of standards is to provide the guidelines for curriculum and assessment development (Pearson, 1994). This role gains additional strength when the standards, written in terms of what candidates should know and be able to do, are aligned with each other. To reiterate a metaphor often employed by Richard Wisniewski [the former President of the American Association of Colleges for Teacher Education (AACTE) and a former dean], the alignment of the various standards and the teaching and assessment processes they create is akin to the alignment of the sun, the moon, and the stars. By appropriating this metaphor, Wisniewski is creating a visual image that brings more order to the various sets of standards in the education system. In working with Richard, I have tried to take his metaphor one step further by assigning analogues to the sun, the moon, and the stars. I have asserted that the sun represents school-aged children and their growth; that the moon represents teacher education; and that the stars represent the standards.

I use these analogies because I want to remind various audiences that teacher education revolves around the "sun"—the growth of children in P-12 schools. It is my experience that we often act as if "we" (in the academy) are the sun, as in "how could we possibly let a student out of our program without taking *my* course." I would argue that too often we begin the design of teacher education programs around the talent we have available in the academy, and not with a discussion of the types of learning we would like to see happening in schools and how we might collectively work toward that vision. I believe the academy has forced us to believe we should begin designing teacher education programs around the faculty, and not around the needs of children (Clifford and Guthrie, 1988).

If student growth is the sun, then teacher education is the moon. Teacher education has little purpose if we don't have a vision and standards for what children should learn in school. In short, teacher education, like the moon, has no light of its own, but must reflect the light cast by the sun of student growth. The purposes of P-12 schools should help define NCATE's "conceptual framework" for our programs (Galluzzo & Pankratz, 1991).

The stars, which emit their own light, represent student content standards and teacher content and professional standards. These various sets of standards are necessary, but do not present the entire picture of student or teacher growth and cannot illuminate the universe alone.

The alignment of children's growth with the content standards, combined with teacher education and its standards, holds promise for leveraging change in how we educate children, prepare teachers, and conduct our system of education.

Today's standards movement is one that common sense and some political persuasion suggest would be a useful new approach to improving education. However, the standards movement does not yet have a great deal of empirical research at its foundation. How can a dean of a school of education seek improvements in the education of teachers and the children they teach using the standards movement as a powerful lever for change?

Where to Begin

The process-driven approach to education mentioned above began to give way to the standards-based approach in the 1980s. The standards movement for teachers and teacher education comes to my doorstep as an outgrowth, and perhaps logical extension, of student content standards. A quick review of the dates of publication of the first standards documents makes the point. The first published document that included the redesign of the NCATE standards is 1987. The first statement from the National Board for Professional Teaching Standards (NBPTS) is 1989, the same year as the first statement on content standards from the National Council of Teachers of Mathematics. Most other disciplines followed shortly thereafter. The 1990s saw the wide acceptance of standards as the primary method of establishing one's discipline in the eyes of the public. I can recall speaking to a state conference of art educators in 1993 who were seeking to have their discipline included in their state's content standards legislation. Being included in the legislation that created standards-based education in that state was, essentially, legitimacy.

Today, while many in the profession accept standards as a necessary condition of renewal in our system of education, some remain wary of the content of some of those standards. A few have even suggested that we are aligning the wrong standards and legitimizing bad practice.[1] However, that criticism has not been powerful enough to halt the implementation of standards in all states, in one form or another.

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[1] The Public Agenda in its 1997 report entitled *Different Drummers* demonstrated just how wary teacher educators are of the standards movement when they perceive the standards to be "low-level" fact and memory education. Lack of conviction regarding the content of the standards remains a powerful undercurrent among teacher educators.

During this same decade of activity, the NBPTS boldly went where others had tried to go and failed: developing standards for teacher performance and assessments that measure the strength of the performance. Certainly, one can find in the literature countless lists of competencies and observation instruments, e.g. the Florida Performance Measurement System (1983), that attempted to outline what teachers should be able to do. Yet none of these assessments achieved a level of implementation that had a significant effect on practice.

Operating outside the traditional structure of state regulation and higher education, the National Board for Professional Teaching Standards is a group of educators, policymakers, and citizens who have come together to accomplish a tripartite mission: "to establish high and rigorous standards for what accomplished teachers should know and be able to do; to develop and operate a national, voluntary system to assess and certify teachers who meet these standards; and to advance related education reforms for the purpose of improving student learning in American schools" (NBPTS, 1989). With this bold statement, the National Board set in motion a series of research and development activities that took advantage of some of the best thinking about teaching and resulted in standards and performance assessments. Other organizations are using its groundbreaking work in the complementary systems of teacher preparation and licensing, bringing the various sets of standards into alignment and creating a more coherent system of standards and assessments.

When teacher educators begin to consider how to bring a sense of order to the education of educators, the five propositions of the National Board and its work in implementing those propositions serve to guide other standards-setting organizations (see Figure 1).

These five propositions, prescriptive by no means, do, however, provide a framework for thinking about the continuing professional development of teachers at the least, and perhaps also frame considerations on initial preparation.

As a teacher educator, here is how I envision the role of the five propositions of the National Board in helping to transform teaching and teacher education while trying to address the demands for public accountability.

The propositions of the National Board provide a place where teacher educators can move beyond the perennial and necessary debates about what good teaching is and begin to design programs that can lead to new and improved outcomes. The five propositions set in place a definition of

Figure 1—Propositions of the National Board for Professional Teaching Standards

1. Teachers are committed to students and their learning.

- ◆Teachers recognize individual differences in their students and adjust their practice accordingly.
- ◆Teachers have an understanding of how students develop and learn.
- ◆Teachers treat students equitably.
- ◆Teachers' mission extends beyond understanding the cognitive capacity of their students.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- ◆Teachers appreciate how knowledge in their subject is created, organized, and linked to other disciplines.
- ◆Teachers command specialized knowledge of how to convey a subject to students.
- ◆Teachers generate multiple paths to knowledge.

3. Teachers are responsible for managing and monitoring student learning.

- ◆Teachers call on multiple methods to meet their goals.
- ◆Teachers orchestrate learning in group settings.
- ◆Teachers place a premium on student engagement.
- ◆Teachers regularly assess student progress.
- ◆Teachers are mindful of their principal objectives.

4. Teachers think systematically about their practice and learn from experience.

- ◆Teachers are continually making difficult choices that test their judgment.
- ◆Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

5. Teachers are members of learning communities.

- ◆Teachers contribute to school effectiveness by collaborating with other professionals.
- ◆Teachers work collaboratively with parents.
- ◆Teachers take advantage of community resources.

accomplished teaching that allows teachers and teacher educators to move ahead on a variety of fronts, and in some ways, provides the glue to hold the alignment of student standards, teacher standards, and unit accreditation together. In this regard, the National Board has provided the field with something that had been lacking: a conception of teaching and a set of standards and assessments that define accomplished teachers as being sound in their discipline and skilled in their profession. More importantly, the National Board places equal emphasis on teachers' thoughtfulness about their practice and their commitment to children and the profession.

National Board Propositions Shaping Teacher Practice

I see the use of the National Board's propositions and standards serving education schools in many ways. In the tradition of standards-based education, the five propositions can be mapped backwards in at least four domains.

Continuing professional development. At the most obvious level, the propositions of the National Board can be used to guide the continuing professional development of teachers. Auton, Browne, and Futrell (1998) outline a collaborative project between George Washington University and Fairfax (VA) County Public Schools in a recent monograph. The paper presents a vision of what teachers need in order to stand for National Board Certification, and how a university and a school district can collaborate in creating a corps of accomplished teachers to lead local school and classroom renewal. The project prepares teachers to earn National Board Certification. The propositions are used as the conceptual foundation as the project created instructional protocols, support processes, and structured opportunities for teacher reflection.

In the same spirit as that described by Auton, Browne, and Futrell, many schools, colleges, and departments of education (SCDEs) are designing new support networks for teachers who aspire to National Board Certification. As an example, at George Mason University, the faculty has developed a yearlong, six credit-hour experience that is offered to teachers to support their efforts to complete the National Board portfolio preparation and assessment center process. This program is led primarily by National Board Certified Teachers (NBCTs) in collaboration with a faculty member in the Graduate School of Education. The NBCTs in charge of the workshops are preparing the teachers for National Board Certification while simultaneously providing a very strong professional development experience for participants.

NBCTs are critical to this effort. The assessments designed by the National Board are not yet typically found in SCDEs. The portfolio exercises take six months to complete and require a level of reflection not common in master's degree programs for teachers. Some teacher education faculty members do not have experience with assessments that are based in teachers' classrooms, require deep reflection, and have a set of propositions that guide those reflections. Without such direct experience and without a sense of how portfolio entries and assessment center exercises are scored by the National Board, many university-based teacher educators are not well prepared to assist teachers who enter the high-stakes assessment process. NBCTs, therefore, provide simultaneous re-

newal of teaching and teacher preparation as they collaborate with university-based teacher educators who learn about National Board processes and can then bring their new understandings to their other professional responsibilities. In this way, the shared responsibility for preparing the next group of National Board candidates strengthens partnerships between the SCDE and its local school districts as described by Auton, Browne, and Futrell (1998). Other beneficiaries include NBCTs who influence the SCDE, SCDE faculty who advance the work of the National Board by taking this new knowledge into other programs, and children who profit from their teachers becoming more thoughtful about and skilled in their practice. Collaborations between SCDEs and local school divisions encourage the field to "consider the advantages and move beyond the traditional barriers that often block the way towards developing a seamless system of lifelong teacher learning." Arrangements in which NBCTs become part of the design of a program for preparing future NBCTs seems one key strategy for moving beyond the traditional barriers.

Master's degree programs. A second way in which the propositions of the National Board serve as a foundation for reform pertains to the continuing education of teachers in SCDE degree programs. Blackwell and Diez (1998) write eloquently on the substance and format of master's degrees for teachers. There is much to be learned from their analysis.

The National Board's propositions can become a foundation for a new way to consider the advanced master's degree for teaching. The propositions help to focus the degree program on professional development rather than on continuing education, or license renewal. Blackwell and Diez outline the historic foundations of advanced degrees for teachers. As they observe, the master's degree in many ways is not in sync with where the profession of teaching has moved, and we have yet to wrestle with how to make it so. Their monograph, however, brings hope that new conceptions of master's degrees in education can find their proper place in the continuing education of teachers.

Another indication that it is possible to move the master's degree away from a state requirement for a salary increase and continuing education and more toward professional development is found in an essay by Sockett (1994). He wrote convincingly about how the master's degree is out of step with the lives of teachers and how the goals of most traditional master's degrees aren't really designed to empower teachers through thoughtful reflection in a learning community. I am certain that virtually any teacher educator who reads this monograph knows well how unsatisfactory the master's degree is for teachers who want to become excellent teachers and remain in the classroom. The propositions of the National

Board, I submit, provide the foundation for program design that supports the continuing professional development of excellent teachers in master's degree programs.

The Master's in Advanced Studies in Teaching and Learning[2] at George Mason University serves as one example. The purpose of this degree program is to develop and further refine teachers' knowledge of the discipline they teach and to enhance teaching skills in accordance with the five National Board propositions. In order to achieve this goal, the School of Education has collaborated with colleagues in the College of Arts and Sciences and NBCTs. The new program includes an "education core" consisting of one yearlong course of twelve semester credit hours and eighteen credit hours in courses in a traditional academic discipline. Content knowledge and pedagogical content knowledge are developed to ensure consistency with the National Board propositions. The students enter and complete the program in cohorts of twenty-five; become a support group for each other along the lines described above for teachers seeking National Board Certification; and complete National Board-like projects and activities designed to prepare them for National Board Certification. We don't expect all degree-seeking candidates to seek Board Certification. At the same time, we do want to take advantage of the research finding reported by the National Board in which teachers state that completing the portfolio and assessment center exercises was the best professional development experience they had ever had. We hope that we have designed a program at GMU that provides a meaningful professional development experience, and therefore expands the definition of an advanced master's degree.

Teacher evaluation. A third area in which the National Board's propositions can serve as a foundation for professional development is through their use in local school district teacher evaluation plans. The achievement of this application of the National Board's propositions may represent the fullest influence the National Board can have on the practice of teaching. It may not be enough to prepare volunteer teachers for National Board Certification through workshops and support groups, or to provide professional development via a university-based program. The majority of current teachers will seek neither. However, when school districts begin to design their teacher evaluation schemes in accordance with the five propositions, then all teachers in that district will have to think about their teaching along the lines of the National Board's definition of accomplished teaching. In including the processes of the National Board in teacher evaluation plans, the district expects teachers to become

[2] Detailed information on the program can be obtained by contacting Dr. Joan Isenberg in the Graduate School of Education at George Mason University.

more thoughtful and reflective as they practice their craft. All teachers in a school district will begin to routinely analyze their teaching and think about the effect they have on their students. If these propositions are integrated appropriately into teacher evaluation schemes, school districts will be preparing their teachers for National Board Certification of their own accord. Auton, Browne, and Futrell (1998) quote a National Board Certified Teacher, who says, "the most valuable experience in terms of my own teaching practice is the reflective process. I am now able to see why I do different things, to change my way of presenting material, and to understand better at what level each of my children is operating so that I can meet his or her individual needs" (p. 13). If we include teacher evaluation in the alignment process, more teachers might be able to make such statements.

Related to this particular use of the propositions is the application of the propositions to faculty evaluation in SCDEs. The five propositions are general enough that faculties of education could include themes like demonstrated knowledge, teaching skill, commitment to students, monitoring student progress, and reflection in the faculty evaluation systems in SCDEs. It is not too difficult to imagine promotion and tenure dossiers that are designed around the five propositions.

Preservice teacher education. When discussing the use of standards for program design, one cannot ignore the work of the Interstate New Teacher Assistance and Support Consortium (INTASC, see Figure 2). Sponsored by the Council of Chief State School Officers, INTASC participants have designed a set of National Board-like principles for the preparation of preservice teachers (INTASC, 1992). The ten principles of INTASC speak to many of the themes found in the five propositions of the National Board. INTASC's work shows a creative interpretation of the propositions for use with beginning teachers.

What INTASC also provides is a blueprint for bringing standards-based education to the preservice level. An institution can use the INTASC principles to design assessments that would prepare beginning teachers to think reflectively along the lines of the propositions, as NBCTs are trained to do. For example, an SCDE faculty could ask, "what are the learning communities to which preservice teachers belong or could belong?" and then design professional learning experiences around that question. The same could be said for preservice teacher content knowledge, which can be tied to the K-12 student content standards, and which can be evidenced in the academic major for aspiring teachers. The relationships between the INTASC principles and the National Board propositions are rather appar-

Figure 2—Principles of the Interstate New Teacher Assessment and Support Consortium

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

ent. Implementing them along a continuum of professional development seems an appropriate path to follow.

The National Board and Professional Accreditation

We can extend the use of the propositions of the National Board even further, to the accreditation of advanced programs through the National Council for Accreditation of Teacher Education (NCATE). NCATE's Standard I.F (see Figure 3) addresses the design of professional development

Figure 3—National Council for Accreditation of Teacher Education

Standard I.F: Advanced Professional Studies

I.F. 1: Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.

I.F. 2: The guidelines and standards of specialty organizations are used in developing each advanced program.

I.F. 3: Candidates in each program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

degree programs that extend teacher knowledge. Again, because the propositions provide one general definition of accomplished teaching, they can be used as the foundation for accreditation standards for advanced programs in professional education. SCDE faculty members can consider local context and design the programs that best meet the spirit of the propositions. In that regard the propositions can be considered a conceptual framework for advanced studies for programs in the continuing professional development of teachers. It seems to make infinite sense to hold SCDEs accountable for offering continuing professional development programs, both degree and non-degree, that help to strengthen teachers' commitment to their students' learning, and that advance teachers' knowledge of their discipline and how to teach it. As with any conceptual framework, the propositions act as a foundation for the program—not as the sum of the program.

Including National Board propositions in the NCATE standards for advanced programs further strengthens the linkages among the various state student content standards, state licensing standards, voluntary national standards for program design, and standards for accomplished teaching. Some years ago, I feared the various standards efforts would fall victim to lack of coherence (Galluzzo, 1993). My feelings of uncertainty were assuaged when NCATE took the lead in honoring the importance of state-level activity, institutional initiative, and national standards. Coherence is developing and it is found in the links among NCATE and the learned societies; NCATE and the National Board; the National Board and INTASC; NCATE and INTASC; and an increasing number of states and all three entities.

Once we believe we can use the propositions as a framework for program design, the next issue concerns what these new programs might

look like. For example, one can envision an advanced program tied to the propositions of the National Board that admits teachers in cohort groups. In this way the program models the community of learning expected of accomplished teaching as defined by the National Board. The teachers may be admitted as teams from schools, or can be placed into working groups within the cohort to facilitate professional learning. Either way, one goal of the program should be to create a learning community within the cohort.

A cohort approach to the program would also strengthen teachers' abilities to reflect on their practice. As will be seen below, the purpose of activities that require reflection is to encourage, if not inculcate, the value of examining all aspects of our behavior as teachers, from the technical to the moral. The image of accomplished teaching promoted by the National Board upholds the belief that teaching is not just doing; but that teaching is reasoning, which requires introspection and retrospection. Decisions therefore, deserve regular and routine scrutiny in a context of theory and philosophy, and research and practice. The advanced program should be designed so that teachers learn ways to reflect about what they do and why they do it. The advanced program should provide opportunities for teachers to detail their work and thoughts in a public forum, e.g, written and oral presentations in the cohort setting in order to gain feedback from other practitioners. In this way, the program begins to model the learning community sought in the propositions.

The advanced program must also help teachers understand the centrality of maintaining a disposition of commitment to all learners. This is probably seen as a challenging outcome to achieve, yet it can be taught. Likely, this will be done through case-based approaches into teacher reasoning and by taking advantage of the cohort. It is very likely that some teachers will believe that some students simply cannot learn certain material. The challenge for a professional development advanced degree program is to design experiences that confront those beliefs, to force teachers to examine their definitions of commitment to students, and to design interventions that teachers can apply in their own classrooms. Perhaps only after repeated experiences with simulations, cases, and classroom inquiry might some teachers begin to see the limits of their thinking and push themselves beyond their previous practices. Public evaluations of continuing professional development degree programs that seek to alter teachers' conceptions of commitment comprise the null set at this point. The design and evaluation of advanced programs for teachers that incorporate the five propositions is fertile territory for SCDEs seeking to break with tradition and move forward in program development, but it is not without problems.

One of the more difficult outcomes for an advanced program to achieve is to simultaneously strengthen teachers' knowledge of their discipline and their ability to facilitate learning in their students. This expectation is problematic due to the disconnect between study in the discipline and study in pedagogy found in many graduate-level programs for teachers. In fact, the distance between the SCDE and the college of arts and sciences, although not easily generalized, is significant enough to deserve mention in this paper. This issue may not be as great at the secondary level as it is at the elementary level.

The development of state content standards for children has raised the question of whether elementary teachers have enough deep knowledge of the disciplines they teach. With the current trend toward requiring aspiring elementary teachers to major in a single academic discipline, the question is placed in even greater focus. If an aspiring elementary teacher majors in social science, does he/she know enough about mathematics, science, literature and language to teach them well? The question is framed in even greater relief when we consider the relatively large proportions of aspiring elementary teachers who take a major in psychology or sociology— two disciplines not taught to elementary students. In this vein, it is legitimate to ask how well aspiring elementary teachers who major in these disciplines know those subjects they will teach to their students. The advanced professional degree program that I advocate would re-establish contact with faculty in the academic disciplines in which teachers need expertise.

Achieving this ideal may be difficult. Colleagues in the traditional academic disciplines believe that work at the master's degree level should build upon a solid undergraduate major in that discipline. The thought that we in education schools would ask our colleagues in these disciplines to provide graduate level instruction for students who did not major in their fields is often received with disappointment if not outrage. Many cannot imagine teaching graduate level content to adults who teach that subject to children, but who lack the undergraduate prerequisite knowledge to pursue graduate study in the field. Those of us in education schools who are concerned about teacher content knowledge need to find better ways to articulate what we are seeking when we ask our colleagues in the traditional academic disciplines to join us the continuing professional development of teachers through a degree program. Because most teacher salary schedules are tied to graduate work, this matter is more complex than it seems. If we are aligning around student growth, and subject matter knowledge is one definition of student growth, then we need to consider how to improve teachers' understanding of the disciplines they teach in a master's professional development program.

Even if we do gain the support and participation of our colleagues in the academic disciplines, we must remain concerned with the nature of instruction modeled in those content area courses. The current drive for quality teaching at the P-12 level has not affected teaching in the academy in the same way or at the same speed. Discipline-based scholars who have never taught school-aged children will likely not have a teaching repertoire sufficient to model effective practices to teachers in the advanced programs. Teachers learning new disciplines will have to take full advantage of their cohort to devise and design methods of content instruction that are appropriate for the students in their charge. Perhaps some SCDEs will find ways to assign the discipline-based teacher educator to co-teach in the content area and translate the content into pedagogical experiences for both the teachers in the advanced degree program as well as for their students. Extending this notion even further, the time may come when SCDEs can also assign faculty time to supervise and coach the cohort to facilitate transfer of both content and pedagogical knowledge. In this way, the proposition concerning teacher content knowledge and the ability to teach it to students would also be evident in the teaching conducted in the continuing professional development program.

How would ideas be implemented during the accreditation process? NCATE's Board of Examiners (BOE) teams would seek certain types of evidence during accreditation visits. They would want to see innovation in continuing the professional development of teachers. That is, the SCDE should demonstrate innovative structures and processes to help teachers move toward the conception of accomplishment in the National Board propositions. Using the National Board propositions as the guide, BOE teams would also ask to review the portfolios of the teachers in the cohort. They would want to see the propositions being implemented as the SCDE develops procedures to provide teachers with continuous feedback on their growth and development. The propositions should be evident in the work of the teachers in the program as well as in the artifacts of materials designed for the children in their classrooms. Finally, BOE teams should want to see data on the performance of teachers who stood for National Board Certification. These data, while an incomplete picture of the program's effectiveness, could provide useful evaluation data to the SCDE faculty that can be used for further program development. Through these pieces of evidence, professional accreditation is linked to program development through the propositions of the National Board.

Alignment, the Campus, and the Field

This paper would be incomplete without a consideration of how the alignment of standards extends to the field. Much has been written about the need for such alignment. The work of the Holmes Group (1996) and Goodlad (1990) are perhaps the most notable calls for the simultaneous renewal of teaching and teacher education. In the standards environment, perhaps the best representation of this connection is found in NCATE's draft standards for professional development schools (PDSs) (Levine, 1996; see Figure 4).

Figure 4—NCATE Draft Standards for Identifying and Supporting Quality Professional Development Schools

Learning Community
The PDS is a learning-centered community characterized by norms and practices which support adult and children's learning. Indications of a learning-centered community include: public teaching practice; integration of intern and teacher learning with school instructional program; collegiality; inquiry; and dissemination of new knowledge. Opportunities to learn are equitably supported.

Collaboration
A PDS is characterized by joint work between and among school and university faculty directed at implementing the mission. Responsibility for learning is shared; research is jointly defined and implemented; all participants share expertise in the interests of children's and adults' learning.

Accountability and Quality Assurance
The PDS is accountable to the public and to the profession for upholding professional standards for teaching and learning and for preparing new teachers in accordance with these standards.

Organization, Roles, and Structures
The PDS uses processes and allocates resources and time to systematize the continuous improvement of learning to teach, teaching, learning, and organizational life.

Equity
The PDS is characterized by norms and practices which support equity and learning by all students and adults.

The draft standards for PDSs make clearer how the propositions of the National Board, the INTASC principles, and the student content standards can link the SCDE to the classroom through the continuing professional development of teachers in ways described above. By using the INTASC principles for the preservice program (also embedded in the accreditation standards), the National Board propositions to inform the substance of the advanced degree program, and the PDS draft standards

as the vehicle for delivery of the clinical portion of programs, we can move one step closer to professional education that respects the places where teachers work. Linking the PDS draft standards to the advanced degree program standards provides a way for teacher educators to prepare accomplished teachers. In turn, those teachers will have developed the skills of reflection to provide meaningful professional experiences for preservice teachers. As standards for students, teacher preparation, licensing, and advanced certification are aligned, the PDS will become a stronger force for education reform.

The Professional Development of Teacher Educators

Perhaps the final link is one that has been given too little attention: the professional development of the professoriate. With increasing attention devoted to what professors teach and how well their students learn, the drive for bringing standards to the academy is gaining momentum. Presidents and provosts are putting more financial support into improving the teaching skills of their faculties. State legislatures are publicly questioning what college graduates know and are able to do. Perhaps in a prescient move, the Association of Teacher Educators published standards for certification of teacher educators (see Figure 5).

Figure 5—ATE Standards for Teacher Educators

1. Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.

2. Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.

3. Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.

4. Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.

5. Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.

6. Serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.

7. Contribute to improving the teacher education profession.

It is not unreasonable to imagine these standards being used for designing faculty development activities or even for academic review for tenure and promotion or post-tenure review. Like the other standards, these are written at a level of generality that would allow an SCDE faculty the opportunity shape them to meet local needs, to support teaching in innovative ways, to design innovative programs, and to work toward improving the quality of teaching both in the academy and in the schools. As mentioned earlier in this paper, these standards, like the National Board's propositions, could inform the promotion and tenure process and influence the preparation of dossiers.

Final Thoughts

Until now, education reform, more often than not, has been something done to, and not with, practitioners. Most P-12 practitioners don't have schedules that allow them to create large-scale reform initiatives. Their days are filled with students whose immediate needs usually take precedence over planning, designing, implementing, and evaluating the kinds of reforms that come through external channels.

In this paper I've looked upon the standards movement as one possible way to place P-12 practitioners at the center of education reform rather than as the passive recipients of someone else's plans. Certainly standards alone are not enough. As Sykes and Plastrik (1993) caution, there are other historic and cultural forces that can create a climate in which "standard setting will not, should not, or cannot live up to its expectations" (p. 52). For example, there remain significant and serious concerns about the assessments used to measure accomplishment of the standards. If we could agree on the standards, and there may be some incompatibility across the various domains, there will be doubts about how they were applied. We must keep in mind that stating standards is only the first step in the reform effort. However, it is unarguably a large step, because practitioners, using group processes, can begin to design new approaches to old problems and perhaps speculate on what data would answer the question of effectiveness. In this way, the standards encourage creativity. Then we can concentrate on what really matters most—student growth and development.

I see tremendous potential in the standards movement. Yet I heed the cautions of Richardson (1994), who argued that the issue isn't writing standards, it is developing good assessments. One of the challenges before all teacher educators in this era of accountability is to design performance assessments that reflect what teachers do and which capture the complex-

ity of teaching. High standards coupled with weak assessments or no assessments could spell disaster for teaching as a profession in the current political milieu. The alignment of standards can bring some coherence to the performance assessments we need to advance teaching as a profession.

It was my purpose in this paper to lay out a blueprint for reform through the alignment of standards that uses the synergy among the various standards and ties them together into a coherent package that allows for institutional creativity and public accountability. We should take care to avoid "chunking" accountability into levels, thereby implying that these standards are orthogonal to one another. I chose instead to treat accountability as one whole with mutually supportive parts, and to argue that how we construct the linkages among the standards, and the assessments, predicts how well we will address the accountability issues embedded within each level of the standards. The standards movement has a long way to go, but right now it appears to be the best lever we have to bring significant changes to the way we educate our nation's teachers and our children.

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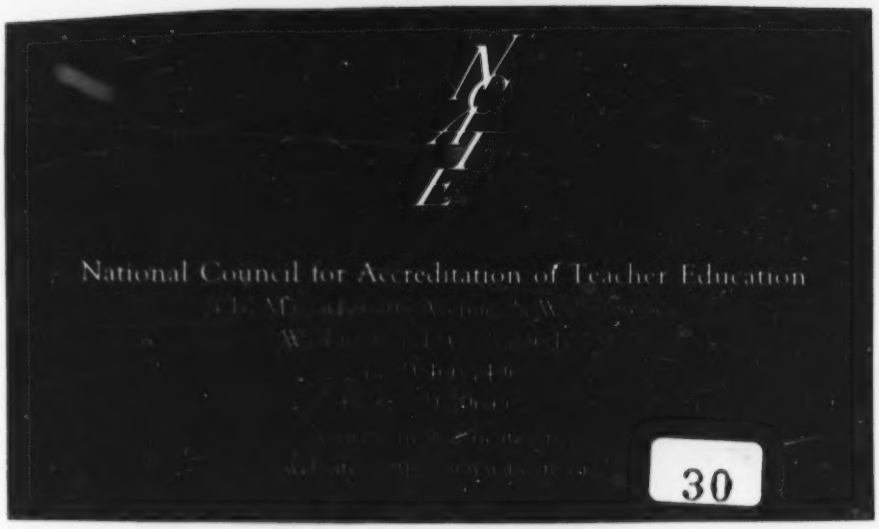
The Author

Gary R. Galluzzo is Professor and Dean of the Graduate School of Education at George Mason University in Fairfax, Virginia. He is a member of the Board of Directors of the National Board for Professional Teaching Standards and a former member of the Board of Directors of the American Association of Colleges for Teacher Education. He has written widely on teacher education in the areas of program design and program evaluation.

The Editors

Boyce C. Williams is the Vice President for Institutional Relations at the National Council for Accreditation of Teacher Education. She also serves as Project Director of the Historically Black Colleges and Universities Technical Support Network, which assists teacher education programs at HBCUs. Dr. Williams is spearheading the NCATE/NBPTS Partnership for Graduate Programs. She has written articles on diversity and collaboration in teacher education, and was recently a guest editor for the Association for Teacher Education journal *Action in Teacher Education*. She is the editor of the upcoming book, *Telling Our Story: Reforming Teacher Education Through Accreditation* (National Council for Accreditation of Teacher Education).

Jane Leibbrand is the Vice President for Communications at the National Council for Accreditation of Teacher Education. Prior to coming to NCATE, she served as director of communications for the American Association for Adult and Continuing Education. Ms. Leibbrand taught college freshman English at the University of Georgia and high school English in Virginia.



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